



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on
Bridgend College Day Nursery and Playscheme
Cowbridge Road
Bridgend
CF31 3DF

Date of inspection: March 2020

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Bridgend College Day Nursery and Playscheme

Name of setting	Bridgend College Day Nursery and Playscheme
Category of care provided	Full Day Care
Registered person(s)	The Governing Body of Bridgend College
Responsible individual (if applicable)	Simon Pirotte for the Governing Body of Bridgend College
Person in charge	Lisa Dobbs
Number of places	150
Age range of children	Six weeks to five years Nursery (3-13 Playscheme)
Number of children funded for up to two terms	7
Number of children funded for up to five terms	4
Opening days / times	7am – 6pm Monday to Friday
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	2013

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Date of previous Estyn inspection	17/09/2013
Dates of this inspection visit(s)	10/03/2020
Additional information	
This is a post registration inspection as the service has been registered in December 2018.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Provide suitable opportunities for all children to become more independent

R2 Ensure that all practitioners promote the use of the Welsh language in order to enable children to build on their skills systematically as they move through the setting

R3 Formalise staff supervision procedures in order to record progress against targets and to identify support or training needs appropriately

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing: Good

Nearly all children develop a high level of wellbeing in the setting. They are confident communicators and have good opportunities to make choices. Nearly all of the children ask questions, make requests or communicate through non-verbal cues. They move confidently between activities because they know what is available to them and can access resources easily. Nearly all children cope well with leaving parents and carers on arrival at the setting in the morning. They walk happily into their play rooms and chose from the range of familiar activities positively showing that they feel safe and happy within the setting. They settle quickly and show enthusiasm and enjoyment both in their play and learning. Nearly all children are familiar with their daily routine. For example, when the toothbrush bus is placed on the tables, one younger child shouts “teeth” and gestures the brushing movements. They enjoy a good range of interesting opportunities indoors and outdoors. They explore their environment, picking out toys and resources and choosing which areas to play in. A few children chose to relax and have quiet times, sitting with tablets or exploring textures.

Interactions between children and adults are consistently good and most children generally co-operate well. They approach practitioners when they need comfort or assistance confidently. Most children share resources well and are developing a sense of right and wrong. For example, a frustrated child explains that their friend had responded ‘no’ when asked to swap ribbons. Most children are beginning to form relationships and friendships, showing thumbs up to each other or waving enthusiastically to greet their friends.

Nearly all the children are active and curious learners. They concentrate for an appropriate amount of time on interesting experiences, which promotes their all-round development well, for example when using their hands to shape a playdough duck successfully, or when building high towers with wooden blocks of various sizes. Most children develop their independent skills appropriately. For example, they wipe their hands and face before and after food, and nursery children self-serve their own snack and drinks with some adult support.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Most children make good progress in developing their communication skills across a wide range of learning areas and experiences. Many children find their printed names independently when they self-register on entering the pre-school room. Most have good listening skills and follow instructions well, for example when selecting and clearing away resources in the construction area. Most children are confident speakers, they talk freely with each other and develop good speaking skills through purposeful conversations with staff. For example, children discuss a leaf activity they completed earlier in the week during their forest school visit.

Most children show an interest in books and handle them as readers competently. A few are able to recall the main events of the 'Very hungry caterpillar' story from the pictures and turn the pages correctly from the front to the back cover. Many children develop sound mark making skills and are beginning to write for a purpose for example, when writing a letter to Santa or creating lists and notes. They use a variety of different types of resources to express their ideas well, for example by using felt pens, scissors, and whiteboards and chalk. Many are beginning to form basic letter shapes and numbers purposefully.

Many children follow simple instructions and greetings appropriately in Welsh, for example when responding to practitioners questions with the phrase "Dyma fi" to their name at circle time. They can name a few colours in Welsh when mixing powder paint and a few respond relevantly to questions about the contents of a simple Welsh story. However, few of the children respond independently in Welsh without the help of practitioners.

Many children develop a good range of mathematical skills and use them well in a range of learning experiences. They understand and use mathematical language effectively in their work, for example when looking for sticks as long as their arms and as wide as their thumbs to toast marshmallows. Most children count to seven independently and a few are beginning to count beyond ten, for example when counting the number of leaves stuck to their paper crowns. Most of the children can name 2D shapes correctly when matching shapes to create repeating patterns on the light box.

Most of the children are confident in using information and communication technology (ICT) equipment to enhance their learning and communication skills. They use a suitable range of apps on the computer tablet to reinforce their number skills and use the talking and listening tubes in the outdoor learning area to communicate with one and other.

Many children handle a range of small equipment purposefully, for example when cutting long strands of coloured spaghetti with scissors. They are developing their physical skills effectively with daily outside play, for example when climbing up and running down a steep grassy verge and peddling bikes. Many children are developing their creative skills successfully. For example, they use fine paint brushes to paint an observational picture of a bunch of roses to celebrate Valentine's Day.

Care and development: Good

Nearly all practitioners work consistently well to keep children safe and healthy. They have a clear understanding of the setting's safeguarding policy and are fully aware of procedures to follow if they have concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners follow good hygiene procedures, such as wearing protective clothing during nappy changing and snack time, table wiping and continuous cleaning

throughout the day. Regular hand washing is encouraged for staff and children. Practitioners encourage all children to adopt healthy lifestyles, such as brushing their teeth daily and eating nutritionally balanced snacks and drinks. They provide children with regular opportunities for physical exercise in the outdoor area successfully. Nearly all practitioners have completed first aid training. They follow the settings procedures in dealing with accidents effectively, and all incidents are recorded which are signed by practitioners, manager and parent. Practitioners follow the setting's procedures for administering medication consistently and complete records effectively.

All practitioners provide good care and support for children. The setting has an effective behaviour policy, which all practitioners implement well, intervening when needed and encouraging positive behaviour. Practitioners act as good role models, washing their hands with children and explaining their thinking while completing tasks. They treat all children respectfully, with many staff giving high fives to children who complete tasks themselves or celebrating children's attempts or achievements regularly.

Practitioners are committed to providing a broad range of play and learning activities. They know the children well and have a clear understanding of their individual needs, abilities and preferences. However, practitioners do not always take full advantage of useful opportunities to develop children's independent skills. For example, practitioners pour drinks for the older children during lunch instead of encouraging them to take responsibility themselves. In addition, they do not always encourage children to put on their coats or all-in-one suits independently before they use the outdoor area.

Practitioners track children's progress well and use planned and spontaneous observations of children's play and learning to plan for the next steps in children's development effectively. Practitioners involve themselves enthusiastically in children's play and learning. They provide good support to develop children's physical, emotional, social and learning needs through songs, activities, emotion and feeling tasks, and individual, group or child-led play. Practitioners use basic Welsh phrases appropriately with the children, for example when naming the colours, describing the weather and praising children with 'da iawn'. However, practitioners do not always use the language consistently enough across the age ranges. The setting has effective procedures to support children with special educational needs and works well with the local authority advisory teacher. For example, practitioners follow children's' individual play plans to meet their needs.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners consider the children's interests and opinions carefully when planning a range of purposeful activities that develop children's skills successfully across all

areas of learning. They collect the children's ideas purposefully with the use of thinking books in order to record their comments and suggestions. Daily routines are flexible and practitioners adapt quickly to provide opportunities to meet the children's needs and interests. For example, practitioners act on a request from a child to make leaf crowns at the setting, by providing resources outside for all the children to complete a similar activity following their visit to the forest school.

Practitioners plan an effective range of stimulating activities that the children enjoy. For example, they prepare blown up balloons filled with coloured powder paint for the children to pop, mixing the colours and creating patterns using brushes and rollers highlighting the Hindu festival of Holi. Practitioners plan well to develop children's communication, numeracy and ICT skills through a range of worthwhile learning experiences. This ensures that children have suitable opportunities to practise and develop their skills through practical activities, such as using binoculars on the window sill for bird spotting and to develop their communication skills. The installation of outdoor resource boxes allows the children to select resources independently and develop their gross motor, creative and investigative skills effectively. For example, children use a range of gardening tools to grow tomatoes in the greenhouse and use the music wall to create sounds.

Practitioners question the children openly, listen to their answers and extend the discussion purposefully. They ensure an appropriate balance between adult and child led activities. This encourages children to think and explore for themselves. However, practitioners do not always make full use of every opportunity to develop the children's use of Welsh vocabulary and simple sentences. Practitioners provide suitable opportunities for children to develop a valuable awareness of their Welsh culture. For example, they celebrate St. David's Day by dressing up in National costume and paint pictures of daffodils from observing the real flowers.

The provision to ensure children's moral, spiritual and cultural development is developing successfully. For example, visits to see new born lambs develop a sense of wonder about their world. The setting has strong links with a local residential home, with the weekly visits by the children developing their respect and tolerance of others.

The setting makes beneficial use of the community to enrich children's experiences. Practitioners take small groups of children to the local Forest school every week to develop their understanding of natural environments, habitats and sustainability. Practitioners also make good use of these experiences to develop children's communication, problem solving and numeracy skills. For example, they have developed a number area where children can develop their understanding of number by ordering numbered logs correctly.

The setting has effective procedures to assess and track children's progress from their starting points and all practitioners contribute purposefully to the process. For

example, practitioners listen to the voice of the learner, recording planned and spontaneous observations, which informs each child's progress and highlights the next steps in their learning.

Environment: Good

Leaders ensure that the setting is very safe and secure with purposeful designated areas for babies, toddlers and nursery children. They undertake purposeful risk assessments for both the indoor and outdoor learning environments as well as other areas of the setting and individual activities. Leaders and practitioners review and update them regularly. Fire equipment is tested and the setting completes emergency evacuation procedures regularly. Practitioners implement good safety precautions, for example by locking and alarming doors and regularly counting children when moving from play rooms to the lunch room or to the outdoor area.

The premises are welcoming, warm and comfortable and provide a good environment for play and learning. Practitioners assess the impact of the environment on the children and use this to develop a purposeful environment. The setting provides individual base rooms for each age group and has two additional rooms for use by the children attending the play scheme. Wall displays throughout the rooms contribute well towards creating a stimulating environment for the children. These include photographs of activities, examples of children's work and key words in English. Leaders organise the play and learning environment appropriately to support children's independence when choosing activities. For example, all furniture is of appropriate size and height and the low-level storage enables children to identify and choose toys and resources easily. Toilets and hand-washing facilities are age-appropriate and are easily accessible. However, practitioners do not always provide children with opportunities to develop responsibility for their own personal hygiene consistently enough. Leaders provide a suitable separate room and kitchen preparation area for staff breaks, as well as another room for confidential discussions.

Children independently access a wide variety of appropriate toys and equipment. They thoroughly enjoy and benefit from playing outdoors on slides, in mud kitchens, at the water wall, climbing or crawling through a tunnel and using stepping stones. There is a good range of toys and equipment across all age groups to promote cultural awareness, including books, dolls and small world families. Natural, reusable and wooden resources are freely available for children to use, which helps promote their curiosity. Nearly all resources indoors and outdoors are clean, well maintained and fit for purpose.

Leadership and management: Good

The person in charge has been in post for five months and is an enthusiastic role model, has a very clear vision for the setting and sets high expectations for herself

and the practitioners. With the support of practitioners, she strives to provide a welcoming, safe, caring and stimulating environment for the children and one in which they can develop their social, emotional and educational potential. For example, the setting is developing the children's curiosity positively and nearly all the rooms have been redecorated with real resources increasingly introduced for use by the children. The statement of purpose is regularly updated and is an accurate picture of what the setting provides. The person in charge is well supported by the responsible individual, and monthly monitoring meetings ensure that curriculum and play developments are well supported.

The setting's self-evaluation procedures identifies strengths and areas for improvement effectively. It includes purposeful input from the practitioners, parents, children, the responsible individual and the local authority advisory teacher. This co-operation contributes successfully to improving provision and raising standards. For example, the introduction of impact forms in each room for practitioners to complete allows a more transparent involvement in the self-evaluation process. Practitioners see that their opinions are valued and considered for the good of the children. The setting is also supported well by the college finance manager to ensure that budgets are used effectively, for example to purchase new resources and to support new initiatives and staff training.

The person in charge and the practitioners know the setting very well. Regular staff meetings provide good opportunities for them to discuss and work together purposefully. This allows them to discuss the work of the setting in order to provide a good standard of care and education for the children and to ensure the wellbeing of practitioners. The person in charge conducts staff appraisals annually, evaluates each practitioner's work and discusses with them their needs for continuous professional development. Through these processes, the manager supports and challenges everyone consistently. However, the recording of staff supervision meetings is not formal enough to show that practitioners regularly reflect on their practice and receive individual support or training.

The setting co-operates successfully with a range of partners such as parents, the college and the advisory teacher. Parents appreciate the consistently good communication from key workers about their child's daily activities as they drop off and collect their children. They have suitable opportunities to discuss their child's progress twice a year during open evenings and also receive a written report.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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